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ABSTRACT

This six-part report summarizes the 1978-1979 activities of the Division of Continuing Education and Extension Services at the New York City Community College. Part I discusses tuition courses and programs, including a program for Head Start staff and parents on the mainstreaming of handicapped children, a symposium on hearing aid technology in tinnitus treatment, an institute for continuing education in radiologic technology, and an institute serving apartment owners and management groups. Part II discusses programs for older adults, including an institute of study for older adults, an elderly homebound program, community workshops for consumer education, an information and referral service, and a program to train the elderly to work as teacher aides in public schools. Part III describes the college's adult learning center and adult reading academy, as well as the outreach program at the Brooklyn House of Detention. Part IV discusses the history, student participation, and program development of the vocational program for deaf adults. Part V discusses nontraditional vocational training for women, food service training, pest control training for students with limited English, day care cooks' training, and a program on digital electronics for biomedical equipment technicians. Part VI discusses the college's state civil service employee benefits training program. (JP)

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ED179270

ANNUAL REPORT

1978 – 1979

CONTINUING EDUCATION

New York City Community College of the City University of New York

JC 790 666

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New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

November 19, 1979

Ursula C. Schwerin
President
New York City Community College

Dear President Schwerin:

Attached is a copy of the Annual Report of the Division of Continuing Education and Extension Services for 1978-79.

The year 1978-79 witnessed your administrative reorganization of the College in which Continuing Education was integrated into the Academic Affairs Program of the College. Further personnel cuts, precipitated by the continuing budgetary crisis of the College, compelled new formats for program development, planning, and coordination, with major responsibilities being assumed by non-tax-levy staff.

In 1978-79, Continuing Education served a total of 11,248 students -- 9,499 of them in grant-supported programs for special constituencies -- and 1,744 in vocational, academic/remedial and community service courses open to the public.

This year was a time in which relationships with other academic areas of the College, and with public and private agencies, industry and community groups, were extended and deepened.

Sincerely,

Fannie Eisenstein
Associate Dean
Division of Continuing Education
and Extension Services

FE:mg
att.

ANNUAL REPORT

1978 - 1979

DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES

NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street
Brooklyn, New York 11201

November 1979

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Lonny Soury, Hunter College School of Social Work

Joyce Weinstein, Columbia University School of Social Work

INTRODUCTION

Administrative Reorganization

1978-79 witnessed two significant administrative changes which influenced the reorganization of the Division of Continuing Education and Extension Services. In September 1978, Dr. Ursula Schwerin assumed the presidency of New York City Community College. Victor Lauter, Dean of the Division of Continuing Education since its organization twelve years earlier, retired in December 1978.

In the President's administrative reorganization of the College, the Division of Continuing Education was integrated into the Academic Affairs Program. The full Dean was not replaced and the Associate Dean of Continuing Education reported to the Vice President/ Dean for Academic Affairs.

During 1978-79, closer orchestration of continuing education with the academic program of the College was encouraged through conferences with the Dean for Academic Affairs, representation in meetings of the Academic Affairs staff, increased contacts with the Associate Deans of the Divisions of Liberal Arts, Engineering Technology, Commerce, and Allied Health, and through more extensive working relations with the faculties of academic departments.

Stafting

The retirement of the Dean of Continuing Education, without replacement at any level, reduced the College-supported professional staff in Continuing Education from four to three. In four years, Continuing Education's staff was cut 70% -- from ten, in 1975, to three in 1979. In addition, one of the three, the Coordinator of Extension Programs, was on disability and then child care leave for most of the 1978-79 year, working less than half time in the Fall semester -- and on full leave for the Spring semester and summer session -- without replacement.

This shrinking of College-supported staff required a major reorganization to guarantee

coherence and coordination in program development and the continuation of a central direction and focus. Significant areas of program planning, priority-setting, coordination and supervision were assumed by a number of project staff who were willing to accept college-level responsibilities without the recognition of college status, promotional possibilities or financial reward.

A committee of eight -- two College staff (Associate Dean and Higher Education Officer), and six project directors (project directors of the Adult Learning Center, Reading Academy, Correctional Programs, Institute of Study for Older Adults, Elderly Homebound, and Non-Traditional Programs for Women) operated as a divisional planning arm. The committee examined program possibilities, worked to solve urgent problems, coordinated and evaluated courses and programs. In 1978-79, the Planning Committee supervised and coordinated grant programs totalling $748,572. For 1979-80, the Planning Committee stimulated the design of proposals which resulted in the awarding of $951,352 (as of September 1, 1979).

Space

One of the most serious problems that the Division faced in 1978-79 was the shrinkage of classroom space. Budgetary cuts forced the College to give up leased facilities such as the Midway Building, which housed Continuing Education's Reading Academy, Adult Learning Center, and Food Services Programs. The College also gave up the evening classrooms leased at Westinghouse High School, a number of which were assigned to Continuing Education for our evening noncredit fee courses. During 1978-79, and particularly during the Spring semester, space difficulties diminished our evening courses. Courses which ran, often had to contend with inappropriate facilities which provoked serious criticism from our students.

In order to resolve the space issue, the President established an Ad Hoc Space Utilization Committee which examined all classroom and laboratory utilization. The Committee found that changes in the format of scheduling and programming throughout the College could

open up available daytime space for Continuing Education, but evening classroom space would still be constricted. Six classrooms were taken off line, day and evening, for use by Continuing Education for the following year (1979-80) with indications that Westinghouse classrooms would again be made available.

Although space constrictions remain, the critical space problems which threatened the existence of an on-campus continuing education program were resolved.

Program

The Division of Continuing Education provides noncredit programs to assist adults of all ages to meet changing social, economic, and cultural conditions. It has a major commitment to cooperation with industry, unions, professional and technical associations and public agencies, for the advancement of the career skills of adults and thereby enhance the manpower resources available in the city of New York. Through its varied courses, it prepares students for licensure or certification, trains adults in new technical, trade or business specialties, provides advanced training in special areas, and offers general educational preparation where needed.

Continuing Education also has a commitment to community service and, through a variety of specially funded programs, serves bypassed constituencies such as the aging, the incarcerated, the ex-offender, the handicapped, minority groups, and those who have previously been denied access to educational opportunities.

Through tuition courses offered to the general public, New York City Community College's Continuing Education Program serves primarily working people: entry level workers seeking skills, technicians staying abreast of new developments in their technologies, excessed workers seeking new careers, and experienced workers moving into middle management.

In its grant programs serving adults with special needs, continuing education provides

new opportunities for learning to earn a living for those with histories of denial, discrimination and failure. It provides also one of the largest community-based educational programs for the aging in the country, enrolling 6,000 students, 62-104 years of age, in more than 200 courses in senior centers, homes and hospitals for the aged, libraries, churches, unions, settlement houses and community centers.

Although the primary motivation of adult learners in turning to a technically oriented college such as ours is enhancement of their work lives, Continuing Education designs curricula which integrate technical and social concerns. The objective is to create a classroom experience in which technical, social, and cultural disciplines illuminate for our adult students changes in horizons, skills, ideas, and values.

In 1978-79, Continuing Education enrolled a total of 11,248 students, 9,499 of them in grant-supported programs for special constituencies and 1,744 in tuition courses open to the public.

This represented an increase of 2,616 students over those enrolled in 1977-78. The largest area of increase was in the grant-supported programs which enrolled an additional 2,412 students. This was due mainly to the extensive community outreach of the Consumer Education for the Elderly Workshops, which reached over 1,800 elders in 42 community workshops and the development of educational services for the homebound elderly.

The additional enrollment of 204 students in fee-supported courses represented a 13% increase over 1977-78.

An examination of instructional hours, however, presents a different aspect. The total number of student/instructional hours for 1978-79 was 289, 323 or 642.94 full-time equivalent students in both grant and tuition courses. In 1977-78, the total number of student/instructional hours was 292, 032 or 648.96 full-time equivalent students. Thus, although we reached more students in 1978-79, our delivery of instructional hours did not change appreciably.

Women

Although men and women were always included in all our training programs, 1978-79 witnessed a more focused effort on our part to reach out to women with opportunities for vocational equity in occupations nontraditional for women. Under a Vocational Education Act grant, we were able in 1978-79, to conduct programs for women in welding and plumbing design, and laid the basis for enlarging this effort for the next year (1979-80) in four areas: machine tool methods; heating, ventilation and air conditioning mechanics; concrete bar detailing; and auto sales in new car dealerships.

Research

Continuing Education, in past years, had occasionally attempted to find resources to study and evaluate the delivery and impact of its services to special populations. The proposals that we submitted to research our programs, however, failed to find funding. We began to conclude that community colleges were not perceived as equipped for research by funding agencies. In 1978-79, however, we redoubled our efforts. We were awarded a grant for 1979-80 by the Fund for the Improvement of Postsecondary Education to study the Liberal Arts Program of the Institute of Study for Older Adults. The study will compile data to determine student involvement, outcomes and attitudes, and the applicability of the program's outreach organization and delivery system to other liberal arts programs.

Heightening Quality

In order to improve the quality of programs, the Division intensified its efforts, despite reduction of College and Continuing Education staff, to conduct class observations of new instructors. In addition, in courses conducted in cooperation with other agencies, appropriate personnel of those agencies were invited to participate in the assessment of instruction and goal attainment. For example, the Driver Improvement Analyst of the New York State Department of Motor Vehicles observed four sessions of our course, Teaching Methods in Driving Educa-

tion. In his report to the College and to the Department of Motor Vehicles, the Analyst commented on the competence of the instructor who "adapted the curriculum to fit the needs of the students" and exemplified "the type of instruction the Department hoped to obtain for this program".

In beginning courses in English as a Second Language, our instructors found that students experienced difficulty in understanding the spoken English of anyone but their own classroom instructors. To overcome, at least partially, the aural restriction of the classroom, the practice was introduced of periodically alternating instructors. This proved more flexible and livelier than phonograph discs. It offered beginning students modest opportunities to deal with a variety of voice pitches and resonances that contributed to their ability to understand spoken English.

In many other areas of program -- the Adult Learning Center, the vocational training programs for hearing impaired adults, the educational and advocacy programs for elders -- instructional and supervisory staff made significant efforts through staff meetings in their particular disciplines and through professional involvement in their various fields, to evaluate and improve the quality of instruction and interchange between students and faculty.

Cultural Programs

In 1978-79, our attempts to secure funds for cultural programs were not successful, and we were unable to offer, with one exception, cultural events to the community.

In cooperation with the Senior Musicians' Association of New York, the Institute of Study for Older Adults sponsored an afternoon "Pop" Symphony Concert for Senior Citizens. On March 15, 1979, over 900 elders attended the concert in the Kiltgord Auditorium of New York City Community College.

Dissemination

In 1978-79, information concerning continuing education programs was disseminated

widely. The New York Times carried a feature article on the Institute of Study for Older Adults (Sunday, February 4, 1979). Newsweek noted the work of New York City Community College's Adult Reading Academy on November 6, 1978.

Articles were carried in the local papers on the Elderly Homebound and the Vocational Training Programs for Deaf Adults. Local radio stations announced the options made available through grant-funded programs at New York City Community College for women seeking training for nontraditional arenas of work.

Staff members participated in workshops and conferences in New York City, New York State, Atlanta, GA, Washington, DC, and Fort Worth, TX, in which the experiences developed at New York City Community College were examined.

At our Sixth Annual Hearing Aid Technology Symposium on the Diagnosis and Treatment of Tinnitus, there were participants not only from the tri-state region, but also professionals from Belgium and Germany.

Future Perspectives

During 1978-79, the staff of Continuing Education became involved in a discussion of objectives for the following two years. A staff committee examined specific objectives for more than twenty separately funded programs, found them too voluminous to handle, argued semantic distinctions between goals and objectives and noted the difficulties of projecting objectives for programs without tax-levy support whose funding or re-funding was always problematic. After a number of discussions of the total staff at Division-wide staff meetings, agreement was reached that we ought to define the target populations currently served and designate additional groups we would make efforts to reach in the next two years.

The statement on objectives finally reached was perceived as a guide by which the Division of Continuing Education staff might assess their performance in the next two years. The statement adopted declares:

Continuing Education at New York City Community College serves two broad publics:

1. Working people who can pay tuition or receive tuition reimbursement from their employers for courses and programs in order to acquire remedial, academic and technical skills; certification; licensure, upgrading; preparation for career change and advancement.

2. Special constituencies who seek much the same goals but cannot afford tuition and require grant-supported access to previously denied or limited educational and vocational opportunities. These target constituencies include:

    - The unemployed and unskilled
    - The elderly
    - The handicapped
    - The offender and ex-offender
    - Women seeking training for nontraditional employment
    - Adults in need of basic educational skills

Minority groups are heavily represented in many of these target constituencies.

In order to maintain and expand its commitment to serve special publics, and to heighten the quality of its educational service, Continuing Education puts forth the following objectives for 1979-81:

- To identify new training needs and develop appropriate training programs for business, industry, urban agencies, and unions, which reflect changing technologies, urban priorities, and manpower impacts.

- To improve supportive services through the provision of vocational and educational counseling services for continuing education students.

- To develop educational programs for persons of limited English language ability.

- To improve communication and program development within the Division and College by increasing coordination within our own staff and with the faculty and staff of the other divisions and departments of the College.

- To stimulate, share knowledge of, and coordinate more effectively, new program developments in our own Division: curriculum content, instructional methods, linkage systems, student involvement.

- To publicize and disseminate information about Division programs and activities by developing a Division Newsletter, publishing articles, developing stronger links with elected officials, and collaborative relations with other agencies and institutions which share common interests.

- To develop training programs for jobless, out-of-school youth.

- To encourage the research of continuing education programs by our own staff and outside researchers.

I. TUITION COURSES AND PROGRAMS

The Division of Continuing Education and Extension Services, in cooperation with the Alumni Association of the College, offered a variety of non-credit courses and programs during the 1978-79 academic year. For these courses, tuition fees are charged in order to meet the costs of instruction, laboratory supplies and other educational materials as well as advertising, and secretarial and administrative expenses.

The Division customarily relies on mailing lists and advertisements in the New York Daily News and other periodicals for the recruitment of students. For the Spring semester, advertisements appear in January and February, and for the Fall semester, in August and September. Confronted by a newspaper strike in the Fall of 1978, the Division resorted to other means of publicity: interim newspapers, neighborhood publications, and public service radio announcements, none of which proved to be as effective as normal advertising media.

In Fall 1978, there was an enrollment of 812 students (68.32 F.T.E.) and in the Spring 1979 semester, there were 873 students (66.70 F.T.E.). In Summer 1978, there were 59 students enrolled, corresponding to 5.13 F.T.E. These figures indicate an increase in non-credit enrollment over that of the past several years.

Among the new courses offered this year were: Finishing Acrylic Dentures, Energy Management, Ornamentals and Turf Pest Control Operations, Advanced Cake Decorating, and Bread Making.

A course in Energy Management and Conservation in Existing Buildings was added to the tuition-based program in Environmental Control Technology. This course, with a broad and timely appeal to both maintenance and design personnel in building operations, focused on means of achieving economies in the use of energy for heating and cooling commercial and residential buildings.

Through the operation of the Division's VEA grant-supported vocational training pro-

gram for deaf adults, we became aware of persons who were interested in acquiring Sign Language skills. These were either parents, relatives and friends of hearing handicapped adults, or other people such as counselors who had to communicate with deaf persons. A 14-hour Basic Sign Language course was designed as an introductory course in Sign Language for these persons. Basic sign vocabulary, finger spelling, and various sign systems used by deaf persons were studied. Emphasis was placed on the American Sign Language structure.

Mainstreaming Program

During the program year, 1978-79, New York City Community College's Division of Continuing Education offered non-credit courses to New York City, Nassau County and Suffolk County Head Start Program staff and parents. These courses were part of a series offered on the topic of "Mainstreaming", a comprehensive approach toward integrating handicapped children into early childhood education programs.

Personnel from the Head Start Program, Office of the Economic Opportunity Commission of Nassau County, participated in one section each of "Understanding the Child with Special Needs", and "Working with the Families of Young Children with Handicaps". Suffolk County Head Start participated in two sections of "Understanding the Child with Special Needs".

The largest enrollment was from New York City Head Start Program, via the New York City Agency for Child Development. Their staff and parents participated in one section each of: "Understanding the Child with Special Needs" and, "Working with the Families of Young Children with Handicaps". The students enrolled in those two courses then attended a class on "The Administrative Concern in Mainstreaming".

Student evaluations of the program were generally quite positive, indicating that participation in these courses was an enriching experience. As agency staff, they learned of the problems, fears, and barriers that parents of handicapped children face. The parents became knowledgeable about the educational system and prerequisites a program must meet in order to

successfully integrate handicapped children with normal children.

Many of the students completed the evaluation questionnaire thoughtfully and offered significant constructive criticisms for improving the courses. The major criticism indicated that there was not enough time to cover adequately the material presented. As a result, we have reorganized the series of courses so that there is less overlap of topics and a more cohesive coordination among instructors.

Another insight gained was that the most effective means of presentation is one that includes practical applications in every session. This method of instruction is particularly important and effective with students who have limited educational backgrounds.

While dealing with the challenges presented to us by the very nature of adult education, we were providers and participants in a very exciting and important social and educational process. We provided the experiment in which staff, parents and educators could learn together how to implement the not-so-new, but difficult, social and educational concept of "Mainstreaming" handicapped children into programs with non-handicapped children.

Sixth Hearing Aid Symposium

"Hearing Aid Technology in Tinnitus Treatment" was the theme of this year's Sixth Annual Hearing Aid Technology Symposium, sponsored by the Division of Continuing Education, in cooperation with the Hearing Aid Journal. This day-long symposium, which met in New York City on Sunday, April 29, 1979, was attended by nearly 100 people. Besides those from New York, New Jersey, Connecticut and Philadelphia, this year, a hearing aid dispenser from Munich, Germany and another from Belgium, were also present.

Tinnitus is a condition which affects a person's hearing through persistent noises which may take the form of ringing, hissing, roaring, buzzing, or throbbing sounds of varying intensities. More than 7 million Americans are afflicted with this hearing disorder.

Featuredas speakers were two prominent specialists. Abraham Shulman, M.D., Head

of the Department of Otolaryngology at SUNY Downstate Medical Center, spoke on "Tinnitus: Diagnosis and Treatment", and Dr. Jack A. Vernon, Professor of Otolaryngology and Director of the Kresge Hearing Research Laboratory at the University of Oregon Medical School, discussed "Tinnitus Masking". The remainder of the morning session was devoted to a discussion of non-technological matters of concern to hearing aid dispensers, such as "Proposed Licensing Regulations" and "Current Medicaid Regulations".

After lunch, there was convened a panel discussion on "Tinnitus Masking", where Dr. Vernon was joined by representatives from various hearing aid companies that had designed practical devices to aid sufferers of tinnitus.

These annual symposia are organized in order to provide hearing aid dispensers, in particular, and the hearing health care community in general, with the opportunity to become familiar with the latest technological advances that are being made to provide treatment to people suffering from hearing problems. Each year, an effort is exerted to present speakers who are foremost in their respective fields. The degree of success in doing so is illustrated this year by the fact that in the July 30, 1979 issue of Newsweek, both Dr. Shulman and Dr. Vernon were quoted extensively in an article devoted to tinnitus, "Torment in the Ear".

Institute of Continuing Education in Radiologic Technology (ICERT)

The Division of Continuing Education, in cooperation with the Department of Radiologic Technology of the College's Division of Allied Health and Natural Sciences, conceptualized and developed, during the Spring and Summer 1979 semesters, an extensive educational program for established practitioners in the ever-advancing field of medical radiographic and imaging technology.

The increasing complexity of radiologic procedures and the continuing modification of prescribed standards have made radiologic technology a highly specialized and sophisticated science. Contributing to the rapidly occurring changes have been the introduction of new

imaging modalities such as ultrasound and the use of new computer and electronics related technologies.

Courses designed for the Fall 1979 semester include Quality Assurance for Radiography, Physical Principles of Computed Tomography, Cross Sectional Anatomy, and Developing Supervisory Leadership Skills in Radiology.

Such courses, as well as seminars, workshops, conferences and other educational programs will enable technical and administrative personnel in radiography, radiation therapy, nuclear medicine, and ultrasound to gain a broad understanding of continuing developments in medical imaging techniques.

Apartment House Institute

The combined resources of the technical Divisions of the College and the support of professional organizations, city and state housing departments and business leaders have been joined to promote improved maintenance and supervision of buildings in New York City.

The Apartment House Institute was developed in 1978-79 under the joint sponsorship of the Divisions of Engineering Technology, Commerce and Continuing Education. The purpose of the Institute is to provide an informational and educational center to serve New York City's apartment house owners and managing groups: private, governmental, and cooperative. The Institute will offer a variety of educational activities for maintenance, technical and supervisory personnel of buildings in the city -- courses, seminars, and administrative training programs in building maintenance and supervision.

The Apartment House Institute has organized an advisory commission which links leaders in business and commerce; utilities; city, state, and federal agencies; unions and management; and, educators in a joint effort to improve apartment house living in the largest apartment house city in the world.

Members of the Advisory Commission serve on special committees which have been organ-

ized to develop seminars, workshops, courses and programs such as:

- Energy Conservation and Alternate Energy
- Heating Plant Operation and Maintenance
- Apartment House Management
- Library Extension Information Services
- A Trade Show

The Apartment House Institute has developed several new courses. Among them are: Solar Heating Design; Elevators; Energy Conservation in Existing Buildings; The Co-op Physical Plant; and, Building Security and Communications Systems.

The perspective for 1979-80 is the development of the Apartment House Institute into a major urban technical resource for New York City in the operation and maintenance of apartment house structures.

II. PROGRAMS FOR OLDER ADULTS

The Institute of Study for Older Adults (ISOA)

The ISOA, now in its ninth year, has persisted in bringing unique educational services to the elderly in New York City despite the strain of continual cut-backs in funding from federal and local sources. The program, a consortium of the seven community colleges in City University, continues to bring liberal arts courses to the aging in senior centers, residence homes, nursing homes, guilds for the blind, libraries, Ys, and other areas of concentration of older adults in all five boroughs. At present, it is the largest program of its kind in the nation. Its excellence derives from the commitment of staff and faculty to potentiating the intellectual development and self-esteem of the elderly through nontraditional modes of instruction and through student selection of areas of study.

During 1978-79, ISOA served 5,382 senior students in 119 centers, offering 200 courses from all the academic disciplines. These courses are non-credit and tuition-free, lasting nine weeks, 1½ hours per session. Certificates were awarded to 3,237 of those students who successfully completed their course work. The retention rate was 60%.

Although there was no increase in budget for this year, we were able to expand our services somewhat through the contribution of monies donated by various sites served, the contribution of $250 by the Independent Savings Bank, and through the Adopt-a-Center Program, which was launched this year by Con Edison's $3,000 contribution. This program provides four courses a year to a specific center that is adopted by a sponsor. We intend to vigorously pursue this program funding method in the private sector.

This has been an unusually rich year in professional growth for ISOA staff members. Many of us attended various conferences as participants in the program. A highlight was a symposium that we presented at the Association of Gerontology in Higher Education in Washington, DC, on the ISOA program. It was quite well received with nationwide requests for

more information about our program. Among the other conferences attended were:

Displaced Homemakers; Baltimore, MD
Brown Bag Colloquium; Graduate Center, CUNY
Life Planning Conference; Stonybrook, SUNY

We have recently been notified of the acceptance of a paper, about the educational needs of the elderly, by the Gerontological Society for the annual meeting which will be held in Washington, DC, in November.

This year has also afforded us much TV, radio, and newspaper coverage about various programs that are housed in ISOA.

Projections for 1979-80

The ISOA has received renewal of its contract from the New York City Department for the Aging, for a period of eight months, commencing July 1, 1979 to March 31, 1980, includ- a 10% cut in the budget. There also has been notification of a change in funding status from Title III to that of Recreation. This does not bode well for us. We carefully built our program on a firm educational base which is certainly far removed from a recreational one. It is crucial that we assume vigorous leadership in maintaining our current status of being an educational program.

Another area in which we should continue to demonstrate aggressive leadership is in helping to reintroduce legislation at the state level to provide funds from lottery monies for education for the elderly. New and bolder strategies are being planned to garner support from various agencies, institutions of higher education, and the elderly themselves to get the bill, Senior Citizens Higher Education Trust Fund, passed next year.

We are planning to address ourselves in the coming year to issues affecting seniors living in New York City through a series of conferences which will be of interest to the lay public as well as to the professionals. We are concerned with employment needs and job training and development for the elderly; effective intergenerational relationships; and how better

to serve special audiences like the deaf, handicapped, homebound, among others.

The tasks ahead are well defined. With the competence and spirit of our staff, the ISOA will celebrate its tenth year, emerging even stronger and more effective in its mission of serving the elderly and helping to further improve the quality of their lives.

Elderly Homebound Program

The Division of Continuing Education received funding during 1978-79 to develop and operate an innovative educational program for the elderly homebound. The project was funded by the New York State Department of Education under Title I of the Higher Education Act of 1965, and by the Administration on Aging under Title III, Section 308, of the Older Americans Act as a Model Project.

The project was originally offered as a pilot program by the Division of Continuing Education during 1975-76 in conjunction with United Neighborhood Houses (UNH), which is an umbrella group of 14 settlement houses. UNH has a Senior Companion Program which employs senior citizens as friendly visitors of the elderly homebound. These Senior Companions participated in courses offered by the Division of Continuing Education in Sociology and Gardening which they shared with the homebound elderly whom they were assigned to visit. The program received a warm reception from all participants. Formal funding was sought and received for the period of 1978-79.

A major goal of the elderly homebound project is to develop collaborative relationships with social agencies to bring educational service to shut-ins. Many social agencies have identified homebound populations for whom they provide Meals-on-Wheels, housekeeper, home-health care, and other related services. By linking with these agencies, the Division of Continuing Education adds an innovative, educational component which has the potential to enrich the lives of shut-ins and reduce the loneliness and isolation they so often experience.

Twenty-four courses were offered throughout the State under the Title I grant during

1978-79. Twelve of these courses were organized in New York City with the cooperation of senior citizen centers, churches, community centers, and other agencies where senior citizens meet. The remaining twelve courses were arranged by New York City Community College through a consortium of three educational institutions throughout New York State, including the State University of New York at Buffalo, Broome Community College, and State University College at Brockport. Each of these three upstate institutions developed four courses in their respective regions.

In New York City, 235 senior citizens, including 127 homebound and 108 Learning Companions, took part in and completed twelve courses offered under Title I in 1978-79. An additional 82 older adults were unable to complete courses due to the many challenges and commitments this project demands, as well as physical illness, lack of interest, and other problems. In the upstate areas, a total of of 138 senior citizens completed courses including 76 homebound and 62 Learning Companions.

Twelve courses were developed under the Model Projects grant, received from the Administration on Aging. Of the ten courses which were completed, 110 homebound older adults and 74 Learning Companions participated and received certificates. As in the Title I project, some of the seniors originally enrolled in class were unable to complete the program, including 25 homebound and 8 Learning Companions.

The Elderly Homebound Program functions in the following way: groups of 15-20 senior citizens enroll in a nine-week course, taught by a qualified instructor once a week at a convenient location in the community. Each student or "Learning Companion" visits at least one elderly shut-in weekly for the duration of the nine-week course to convey and share what takes place in the classroom. Learning Companions and shut-ins are linked with each other by the cooperating social agencies. Television is used extensively in the project as a "textbook". Course material is drawn from such programs as "60 Minutes", "All in the Family",

news shows, specials, comedies, and documentaries. All of New York City's television stations send advance program schedules and materials describing programs, to the Division of Continuing Education. These are forwarded to instructors. These materials allow instructors to develop curricula. Based on these TV shows, courses have been offered in History, Psychology, Sociology, The Family in America, Ethnic Heritage, and The Power of the Tube, among other subject areas.

The project faced many organizational challenges from its inception. Considerable time was invested in interpreting the program to numerous social agencies who often expressed interest in collaborating in the project, but then found that they lacked the necessary staff time or resources to do so. The recruitment and matching of Learning Companions and shut-ins, usually facilitated by social agencies, required an investment of time and a knowledge of their senior citizen population which is sometimes unavailable to many agencies. However, other agencies welcomed the project as an important addition to their services for the homebound elderly. They felt the project facilitated their own work for this target group and provided a stimulating educational experience and an attempt to enhance communication among different older populations.

Those participating as Learning Companions or educational visitors of the homebound often desired to participate but feared travelling to another's home, were unable to visit those in walk-up apartments, lacked a clear understanding of their role, or were unsure of how to communicate educational materials to frail and ill shut-ins. Some of the homebound suffered from physical and mental impairments or loneliness which interfered with successful learning and communicating. In spite of these struggles, there emerged among some of the Learning Companions and elderly homebound tremendous efforts to master new ideas and to learn how to share them with each other in a new way. Attempts to alter the stark environment of many shut-ins by freshening their thoughts and changing their perspectives were successfully made

by Learning Companions who also gained temendously in their own self-worth and appreciation.

The results of the project require further evaluation. However, it has been obvious that many shut-ins have been ecouraged by this program and have welcomed the opportunity to participate in educational programs that would normally be outside their reach.

Community Workshops for Consumer Education for the Elderly

A grant of $54,299 from the DHEW/Office of Education enabled the Division of Continuing Education, New York City Community College, to conduct a program of Community Workshops for Consumer Education for the Elderly, from September 1, 1978 to August 31, 1979.

The goal was to develop consumer education programs in disadvantaged neighborhoods throughout the city which have large proportions of older adults and minorities in the population. To this end, a series of two-day workshops were held at senior centers, branch libraries, and other community facilities in forty-two locations, reflecting the diverse social, economic, demographic and ethnic character of the city. The workshops were directed towards assisting older adults and others in the community to marshall and utilize information needed to cope with consumer problems in the areas of health, housing, income maintenance and support, purchasing, energy, and legal matters.

Another objective of the program was to prepare a group of at least 25 elders, most of whom had been previously trained through the Seniors Teaching Seniors, Social Action, Advocacy, Information and Referral, Ethnic Heritage, and other specialized programs of the Institute of Study for Older Adults, as teachers of their peers, to refine and utilize the information and skills required for consumer education and assistance in a variety of senior center and community activities. A six-week refresher course which preceded the workshop consisted of a comprehensive review of the five major consumer education topics included in the

program, the assessment of literature and materials related to these subjects and the development and use of various activities, exercises and techniques to prepare students as Elder Workshop Leaders (E.W.L.s) or assistants. The preliminary training program and the workshops served as a testing medium, utilizing input and feedback from E.W.L.s to evaluate and modify materials.

A number of goals were implemented through the training component in which five male and twenty-three female older adults (eight White, fourteen Black, and six Hispanic) were prepared for workshop participation as co-leaders and assistants. Establishing a broad base of information, assessing materials, analyzing consumer problems and developing priorities concerning the topics for workshop coverage, comprised the core around which training activities were evolved. An integral part of the process was the incorporation of input and reactions based on students' perceptions of the needs and problems confronting senior age groups. Students prepared, simultaneously, for a range of roles and types of activity through senior centers, in community, church and advocacy groups, in raising their own level of awareness as consumers, and in assisting friends and relatives.

The training sessions benefitted from a committed group of students. At the end of the training sessions, held from October 16 to November 22, 1978, twice a week from 10:30 a.m. to 3:00 p.m., twenty-one of the twenty-eight students enrolled as E.W.L.s received graduation certificates.

Students were encouraged to consider different options and various possibilities for utilizing consumer education and leadership skills. At the end of the training session, this choice resulted in eight of the E.W.L.s who had previously been trained in Ethnic Heritage Studies, electing to work on a series of dialogues with elementary school students, sponsored by New York City Community College and the New York City School Volunteer Program. Other students became involved in various combinations of activities, a number of which drew

upon training in consumer education and related programs. By the final months of the workshop series, a group of six E.W.L.s were participating in most of the workshops held from May through June 1979. Students participated in 39 of the total 84 workshop days. Several E.W.L.s were able to present selected segments of a topic and one particularly effective student had developed, and was continuing to expand, a repertoire of presentations related to health, nutrition, and other topics.

Curriculum development constituted an integral part of the training activities. Through the curriculum development/training process, significant gaps in information, in literature and source materials, on the part of students, or in terms of preparing to deal with these areas as workshop leaders or senior assistants were underlined. However, the significant opportunities to practice communication and other skills, to put substantive material to the test and to adapt a curriculum to the requirements of particular situations remained to be consolidated in the workshop series.

An experimental approach proved to be a critical factor for the workshop leaders. At its crux, this approach was directed towards finding means of getting people related to a topic in ways that stimulated interest, drew upon personal experiences, promoted interchange and supplied the connections and ideas which made a body of information more meaningful and useful to participants. Another basic ingredient was learning something about one's audience through knowledge of the character of a neighborhood and its people, of a senior center's administration and membership, etc.

Thus, a presentation on Income Maintenance and Support which, at many centers, emphasized the provisions and benefits under Social Security, Medicare, Medicaid, SSI, and other programs could, at other centers, move on to discussion concerning the impact of social and economic factors, the implications of government policies and the proposed cutbacks. The more advanced type of workshop reached a high point of development in three end-of-

year events conducted at the Fort Greene, Canaan Baptist Church and Community Lounge Senior Centers. These workshops sought to bring professionals in programs serving the elderly together with articulate older adults. The purpose was to provide a forum for interchange and feedback on gaps in benefits and services and the impact on senior populations.

The series of 42 workshops with an average attendance of 44 persons involved 521 male and 1,335 female participants. The workshops were dispersed at locations throughout the city:

Manhattan	12
Brooklyn	11
Bronx	9
Queens	9
Staten Island	1
	42

Seven of these workshops which addressed the particular needs and requirements of the handicapped and groups with limited use of the English language were held as follows:

Spanish Speaking		Chinese (Cantonese)		Deaf	
Bronx	2	Manhattan	1	Manhattan	1
Manhattan	1			Brooklyn	1
Brooklyn	1				

Seven workshops were given at libraries; 3 in Manhattan, 2 in the Bronx, and 2 in Brooklyn.

Thirty-three of the workshops were held at locations in densely populated urban areas and nine were at sites in lower-density neighborhoods with many one-family houses and small apartment buildings. Twenty of the workshops reached predominantly white native American participants, nine were attended predominantly by Blacks, five had a racially mixed audience and eight involved predominantly foreign born participants of East European, Scandinavian, Chinese, Hispanic, and German backgrounds.

Attendance was affected to a large extent by the administration, membership, and other characteristics of senior centers. The role of senior center directors was crucial and relations

established with senior centers over an extended period of time through ISOA and other New York City Community College programs was also a factor which served to raise attendance.

Attendance at the workshops was a central factor because of its effect on the quality and diversity of inputs and the level of interchange. The larger workshops were more likely to represent a wider range of age groups and to include professionals and others working with various programs affecting the elderly. Ideas were generated from a variety of perspectives as a function of the size and mix of the participating group.

A number of public and private organizations; federal, state and municipal departments; and staff from various programs conducted by such agencies were worked with throughout the Consumer Education Program.

The Department for the Aging, The Social Security Administration, The Food Stamp Alert Program, The New York Public Interest Research Group (NYPIRG) as well as personnel at LaGuardia and Bronx Community Colleges and at agencies for the deaf were among the organizations involved in various activities.

The program's outreach was extended through a workshop -- Consumer Education of the Elderly -- presented at a conference on The Low Income Consumer: New Solutions to Old Problems, sponsored by Howard University and the United States Office of Consumer Affairs, which was held in Washington, DC, May 31 to June 1, 1979. The workshop was led by the New York City Community College Consumer Education Program's director and materials developer, and involved thirty-three or more participants from consumer education and related programs conducted in many sections of the country.

The Department for the Aging, Education Media Division, produced a video tape to document the ways in which information concerning programs, services, and benefits, are disseminated in communities, how people receive this knowledge, and whether it is utilized to

obtain maximum benefits. The director and film crew of the Media Division visited the workshop held at Canaan Baptist Church Senior Citizens' Center and video taped a segment to be included in the film.

Training aspects of the program as well as the development and use of materials will be discussed intensively in a manual prepared as a culminating product and as an aid to replication of the Consumer Education Program. The activities conducted in 1978-79 built upon the previous work of Seniors Teaching Seniors and other leadership training programs, and established a firm foundation for the Senior Ombudsman Program to be given in 1979-80 and for any future endeavors in this area.

Information and Referral

The Information and Referral Program, under a Title IV-A grant from the New York State Office for the Aging, continues to furnish a basic need to an ever-expanding personnel -- professional, para-professional, and volunteer -- working with New York City's older adult population.

Our eight classes this year ranged in registration from a low of 18 to a high of 80, and had an average attendance of 90%. One-hundred-and-ninety certificates were awarded, indicating an exceedingly low drop-out rate of only 2%.

Our goals are to train persons working with older adults in the available resources: how to manipulate the bureaucratic system, gain knowledge and acquire the skills of a helping person; and clarifying the role of worker advocate and counseling aide. Through this process, we note individual growth and self-awareness among our student population.

A diverse student body is represented in all classes; all are highly motivated. The professionals claim to gain practical information, and all appreciate the current resource material presented. We have been most fortunate in the selection of authorities in the Social Security, Housing and Legal fields who have added much to the course structure.

An innovative component was added to the I & R format. In March, a "Reunion" was held for all certificate holders and for the agencies which they represented. With the invitation, evaluation forms were sent out, devised separately for the agency and the participating students. There was a 35% participation in the "reunion" with a lively interchange of resource material and information. One of the agencies displayed a very comprehensive up-to-date loose leaf book they had devised, using our resource kit as the base. The responses to the evaluation questionnaire indicated that a large percentage of the students found the course material of value in their work. The agencies responded favorably through reporting that students who completed the course showed superior performance at work.

Ethnic Heritage

In 1977-78, under a grant from HEW/OE, New York City Community College's ISOA trained 60 older adults of five ethnic backgrounds, to become auxiliary team teachers in the elementary schools. Despite the fact that we were not refunded for 1978-79, we were able, with the cooperation of the School Volunteer Program, and the assignment of a social work student as part of her field placement, to carry on the program with considerable success.

The goals of the program were refocused and simplified, but the inter-generational aspect and the inter-cultural goals were retained.

Eight former older adult ethnic heritage students were recruited from four ethnic backgrounds to work as "teacher aides" in four public schools in Brooklyn. Preliminary to the school assignments, four training sessions were held. In addition, prior to each classroom session, an orientation session was held and following the class session, an evaluation was conducted. Training was oriented to a review of the previous year's course material and communication skills. The "before and after" sessions proved most helpful to the teacher aides who felt more comfortable in a semi-structured setting.

The teacher aides each participated in two classes, four times in each school. They

gained security as time went on, showed flexibility in handling mixed classroom situations, and were well received by school personnel and pupils alike. In two instances, the children decided to correspond with the older adults, and two schools gave a "party" for the teacher aides. All participants in the program have requested its continuation.

III. LEARNING CENTER PROGRAMS

Adult Learning Center

Consisting of Basic Education and High School Equivalency components, the Adult Learning Center began its fourth year of operation on July 1, 1978. The Basic Education component was funded by the New York State Education Department, Division of Continuing Education, through the Adult Education Act, while high school equivalency classes were offered in cooperation with the New York City Board of Education.

Students in the program reflected the make-up of the disadvantaged population in Brooklyn. They included the unemployed, the under-employed, those of limited English speaking ability, veterans, ex-offenders, ex-addicts, and welfare recipients. Approximately 60% of our students were referred by social service agencies or educational institutions. The remaining students were referred by friends, other students or word of mouth. Enrollment in the program was continuous on a space available basis.

The program was organized so as to offer classes throughout the day. Students were able to attend either a morning, afternoon or evening session. Most classes met 10 hours a week although the evening session was only for 6 hours. Students reading below the eighth grade level at intake were placed in Basic Education classes, while those reading above 8.0 were placed in a high school equivalency section.

The GED component offered six 150-hour classes during the year. Students were prepared in the five areas essential to passing the equivalency examination by a combination of predictive and diagnostic testing, and individual and group instruction. Although many of our students are still awaiting test results, at this time, 34 students have earned their equivalency diplomas.

In the Basic Education component, 241 students were enrolled during the year. Students showed an average increase in reading of 1.0 grade level for every eighty hours of instruction.

Our approach to reading in our Basic Education classes is geared toward the full involvement of the students as adults who have both specific career and personal goals and wide interests and abilities. Functional and task oriented aspects of literacy receive considerable emphasis, but reading is not regarded as merely a sequence or complex of discrete skills. The teachers are urged to pay particular attention to the development of a positive attitude toward reading and its practical importance in the students' lives. Outside reading is assigned and encouraged. Writing and related skills are taught as an integral part of literacy instruction. Plays and poetry are read aloud. Students discuss their reading with the teacher and with each other. They are encouraged to respond to and question the concepts and experiences they read about.

All classes for the Learning Center are located directly at the College. It is our strong belief that this kind of program works best in a setting where adults learn. Basic education instruction is often an initial step in the participant's attempt to function more fully and successfully as an adult. The community college offers such students a setting where they are indistinguishable from other adults who come to learn. Like them, our students receive identification cards and have access to college facilities. Students regard the college atmosphere as safe, pleasant, and prestigious. This access to student life has contributed to the general feeling among our student population that there is more to learning and education than what is provided in class.

In operating the Learning Center for four years, we have come to recognize the special needs of our student population. Our students often bring to us problems related to transportation, housing, welfare, child care, and health. Our teachers are sensitive to the problems students may have, as are other staff members. Unfortunately, our staff do not always have the special expertise needed to resolve all problems. With this in mind, we have developed a network of individuals from outside agencies who are skilled and willing to pro-

vide assistance when the program staff lacks the specific expertise that may be required.

The Learning Center staff believes that 1978-79 was our most successful year. The Center has shown the ability to raise reading levels, provide supportive services to our students, and stimulate continuing education. Over the years, our approach to instruction for disadvantaged urban adults has been refined and sharpened. It has proved to be an effective way to provide low-cost adult education. The adults who complete our program successfully have grown markedly in their ability to conceptualize and to express ideas and experiences, in the initiative and discipline they display toward learning, and in the level of their aspirations and achievements. As we plan for the future, we will seek ways of expanding our service in an attempt to shorten an ever-growing waiting list that for some classes extends to six months.

Adult Reading Academy

In September 1978, the Adult Reading Academy, funded by the U. S. Office of Education, DHEW, under Right-to-Read, began the third year of its 3-year funding period. The Reading Academy has developed a program directed to the educational needs of disadvantaged youth and adults from the surrounding Brooklyn communities. The major objective of the program is to assist these men and women, 16 years of age and older, to strengthen their literacy skills so thay may cope effectively with decision-making and life-determining issues. In response to the needs of our students, the program is intensive, offering students six to twelve hours of instruction per week. It operates on a flexible schedule, with morning, afternoon, and evening classes. It is located in a setting where adults learn -- the community college campus. It offers support services through group and individual counseling and by referral to a network of social service agencies. Most important, it is built on a broadly-based concept of literacy, so that students develop not only specific skills but also cognitive powers, as well as a realistic attitude toward their education.

Students receive instruction and extensive practice in reading and writing skills. They master the mechanics of reading, and they also expand the context which they bring to their reading, by learning about history, government, science, the arts, and especially literature. Furthermore, they learn to express themselves in correct and fluent writing. Since many of them hope to continue their education, to begin vocational training, or to find employment, they participate in workshop sessions on education, employment, consumer issues and other matters of concern.

Classes are conducted in small groups of fifteen or fewer, supplemented by individualized instruction or, where appropriate, by tutoring. The small group format has proven both to have positive educational effects and to reinforce the students' motivation.

1978-79 was a comparatively calm year, administratively, for the Reading Academy. We were able to maintain standards set in previous years for the retention of students (over 65%) and for the rate of improvement on standardized reading tests (over 1.5 years for every 80 hours of instruction). Relationships developed over the first two years of the program with students and referral agencies brought many more potential students to the program than could be served. The waiting list, unfortunately, was several months long, being even longer for the evening classes. Nevertheless, we see this as evidence of our growing reputation for providing high-quality literacy instruction. The program received additional recognition in a Newsweek magazine article on adult literacy (November 6, 1978).

The Academy has been awarded funds for 1979-80, the final year of the legislative authority for Right-to-Read. It was one of only 23 existing academies refunded out of the 58 which applied. In 1979-80, the staff will be participating more actively in city-wide activities to gain support for adult literacy and will be working to obtain funding under the Basic Skills legislation which will replace Right-to-Read.

Brooklyn House of Detention Education Programs

The Division recently completed the sixth year of its educational program at the Brooklyn House of Detention. While in previous years educational services in basic literacy, high school equivalency preparation, vocational and pre-vocational training were provided through a variety of outside funding sources, this year the New York City Department of Correction awarded a grant directly to the Division, making it possible to continue services. It was the first time in history that the Correction Department had contracted to outside agencies to provide educational services.

From October 1978 to June 1979, instruction was offered to detainees and sentenced men in Basic Education, High School Equivalency in English and Spanish, and English as a Second Language. Enrollment was continuous to reflect the rapid turnover in the detention population.

Three-hundred and forty-six men received instruction and over 100 earned certificates demonstrating completion of between 30 to 200 hours of class. The teachers used group and individualized instructional techniques and introduced a variety of educational materials in their lessons. The majority of students received instruction in the sixth floor housing area dayrooms which are ordinarily used for recreation at the Brooklyn House of Detention. Concentrating students on one floor creates a positive educational environment. It permits an exchange of ideas and provides the possibility of students assisting each other outside of class hours. The visibility of classes also acts to motivate non-students to join the educational program.

This year, for the first time, classes in basic education and high school equivalency preparation were made available to isolated populations who are not permitted to join classes with the "general" population.

Through a grant from the Mayor's Criminal Justice Coordinating Council, we were able

to begin classes in basic education through high school equivalency preparation for men at the Kings County Hospital Prison Ward. Inmates at Kings County are awaiting psychiatric examination to determine competency to stand trial. Despite the difficulties of working with this population, the program has been successful in providing a worthwhile activity in an environment which lacks educational stimulation.

Administering programs in correctional facilities is a difficult task, but the Division believes it is providing a valuable educational experience for program participants. With this year's continuation of funding from the Department of Correction and from the Mayor's Criminal Justice Coordinating Council, we are looking forward to another year of service.

IV. VOCATIONAL PROGRAM FOR DEAF ADULTS

History

In 1975-76, a program of vocational training for hearing impaired adults was funded by the New York State Department of Education, under the Vocational Education Act Amendments of 1968. This was a unique undertaking in postsecondary education, since vocational education is not available to deaf people unless they are clients of a vocational rehabilitation agency or they are in a special program in colleges serving the deaf through special arrangements. No program existed in New York State for the vocational training of deaf adults outside of the highly selective National Technical Institute for the Deaf in Rochester, New York, which had then been in existence only five years.

The program at New York City Community College was designed to help hearing impaired adults develop entry level job skills as Accounting Clerks and Keypunch Operators. Forty students were enrolled. They attended classes two evenings per week for thirty weeks and received instruction in Accounting, Office Practice, Keypunch Operations and English. Counseling was offered by the Project Director, but had to be mediated by an interpreter. The job development function was performed by the New York Society for the Deaf through a cooperative arrangement. Liaison was established with various organizations and agencies serving the deaf to bring in those support services which were not available through our vocational program. Cooperative liaisons were formed also to bring in specialists in education for the deaf. Monthly professional development seminars on various topics and all-day workshops in the psycho-social implications of deafness, communication strategies, teacher effectiveness and the rudiments of sign language were conducted for in-service staff development.

Eighteen students completed the first year's program. Seven graduates received job offers, and most of the students planned to continue studying to upgrade their basic and vocational skills. Drop-outs were attributed to personal and family problems, and, in a few cases, to the

inability to complete the work.

The venture was exciting and challenging for both students and staff. Predictably, problems emerged in the course of the first two years which proved to be common problems in deaf education where the goal was to meet the educational needs of the deaf. These problems arise from the nature of the handicap of deafness, from the effects of deafness on learning and working, on social maturity, and on the communication modes used with the hearing population.

Program Development

In the second and third year, adjustments were made in various facets of the program to meet the special needs of this particular population, and to address the problems consequent on their disability: problems of experiential deprivation, educational retardation, economic exclusion, and personal adjustment. Individualized programming was instituted, and individualized instruction was the rule in most of the curriculum. Guidance and counseling in groups and with individuals became an important component of the program. Some vocational subjects initially offered were changed. For example, instead of Accounting, we offered Recordkeeping because this was a more appropriate level for the enrollees. Keypunch Operations was dropped after two years in reaction to decreasing job opportunities and rapid changes in equipment. The English component of the program was increased because it was the most basic need of the students. Technical programs in Electronics Assembly and Testing, and in Mechanical Drafting were added after research into practical jobs for this population.

The program, now in its fifth year, has a basic Clerical course including Typing, Recordkeeping, and Office Practice, and courses in basic Electronics and Mechanical Drafting. All programs are supplemented by classes in English and Work Guidance.

Interpreters for the program continue to be subsidized by the New York State Office of Vocational Rehabilitation through individual client/students. The New York Society for the

Deaf Interpreter Service assigns interpreters and monitors their professional competence. Other staff who can use Sign Language directly with the deaf students are the Counselor/ Placement Specialist, the Project Director, and the English teacher. Whenever possible, efforts are made to employ trained and qualified teachers who are themselves deaf. We have on the staff one excellent deaf teacher who teaches Office Practice and Work Guidance.

The curriculum in this program is under constant scrutiny for appropriateness and effectiveness. An ongoing exchange is conducted with educational institutions working intensively with deaf postsecondary students. We gather curriculum materials, research studies, and teaching methods and use these to help make our classes more effective for our particular population.

Ongoing evaluations with students are conducted to assess the degree of student satisfaction and achievement. Adjustments are made during the year wherever it is feasible, and the result is a maximization of resources.

In-service staff development was continuous for the first three years of the program. Professionals in the field of deafness were invited from the Deafness Research and Training Center of New York University, and from the National Technical Institute for the Deaf, Rochester Institute of Technology. They contributed their knowledge, experience and perceptions in the development of in-service training by conducting seminars and workshops for our staff. In turn, this program was able to provide training opportunities for student interns in various graduate counseling programs, and in the interpreter training programs of the Deafness Research and Training Center.

Student Participation

Over the past four years, student attendance and completion rates rose to 74%. Fifty to sixty students are in attendance during any period of time. The requirements for earning

a certificate were modified as flexibility was build into the program. The vocational interests, needs and abilities of the deaf students were taken into account and individualized programs were arranged around the various vocational components offered. Because there are very few resources for vocational training for the deaf population in New York City, the program attracted a very diverse group of students in terms of age, training, experience, ability, and personal and social adjustment. Except for our program, there are no comprehensively structured postsecondary vocational training facilities specifically for deaf adults. Mainstreaming is not appropriate for the majority of deaf people because of their special communication needs. Special services must accompany deaf education.

For maximum attendance in all program components for thirty weeks, a student earned a certificate for 300 hours of vocational training. The minimum attendance required to earn a certificate was 50 hours in each subject. By permitting students to take the subjects they needed to round out their skills, the program was able to adjust to the problems presented by the diversity of students enrolled. This approach also permitted us to take students later in the year when there was room in the classes; it permitted us to certify a student who enrolled for one quarter of the year, or a student who withdrew as a result of having been placed in a job, or one who withdrew for personal or family reasons, if they had already completed a portion of work worthy of recognition. The recognition afforded students for work accomplished is an important factor in encouraging the deaf to look to life-long learning as a source of continuous development. Their past educational experiences are frequently described as having "turned (them) off learning".

The accomplishments of the students ranged from partial to full completion of the curriculum in each class. Specific degrees of accomplishment were recognized and recorded on each certificate awarded at graduation. Summary Progress Reports were written for each student. On it were noted the level of understanding at which that student functioned in each

subject and the curriculum gains accomplished. These descriptors (units of curriculum accomplished and level of understanding) were used to assess the job readiness of each student. In addition, evaluations were made by all members of the staff on the social maturity, responsibility and motivation of each student.

Some students were identified as having the potential for further educational development. In such cases, the staff made recommendations and attempted to facilitate the movement of such students into further educational opportunities or into college. A number of students have been "mainstreamed" into other programs offered by the Division of Continuing Education where they are aided by interpreters and have the support services available through our program. The Intensive Food Service Program and the Adult Basic Education Program in the Division of Continuing Education have accepted a number of students under these arrangements. These opportunities are greatly valued not only by the deaf, but by service providers to the deaf, and by the Office of Vocational Rehabilitation, who know only too well that educational opportunities for the deaf adult are lagging far behind the opportunities available to the hearing population.

In the classroom, a deaf student exhibits the same range of learning abilities as does the hearing student. But all the students who suffer from pre-lingual or pre-vocational deafness have common problems of language retardation, and in varying degrees, problems in socialization and vocational know-how. These are stubborn problems that require consistent educational remediation if the deaf are to maintain their economic and vocational position, and to make progress in a world of constant progress.

Program Achievements

In the fourth year of the program, a full-time Placement Specialist was hired for nine months. Every student who sought work and had employable skills (of any kind) was helped toward job placement. Five people were placed in full-time positions, seven in summer jobs,

one in a part-time job, and the rest of the job-ready students were in the process of being interviewed or were awaiting future promised openings. Thirty-seven students graduated out of an enrollment of fifty.

New York City Community College achieved recognition in the deaf community as an authentic and relevant source of education for the deaf. The pun communicated in sign language among the deaf to identify the College is the sign for "three hundred", a succinct, affectionate reference indicating that the College at 300 Jay Street has been absorbed into the cultural consciousness of the deaf community.

In response to our mission to make education available to the "bypassed" populations of the city, we seek ways in which to expand the educational opportunities for the deaf in basic and vocational education. Accordingly, we are working in consortium with other colleges to develop continuing education opportunities for the deaf, and to encourage deaf adults to enter the edcuational establishment and to strive to achieve as others strive to achieve.

V. TECHNICAL PROGRAMS

Nontraditional Vocational Training Programs for Women: Plumbing Design & Welding

The goals of this VEA-supported program were to recruit, train, and place women in nontraditional vocations.

The program consisted of two training courses, each for fifteen women. The training was offered in welding and plumbing design drafting. Each program totaled 200 hours. Classes were conducted two nights per week, three hours per night, for thirty-four weeks.

The student recruitment process included mailings of program announcements to: women's organizations, day care centers, PTAs, libraries, college placement offices, State employment offices, welfare offices, and various other social agencies. In addition, there were two press releases (during the period of the newspaper strike) and public service announcements on six radio stations. The response to the program (within a three week period) was an enthusiastic one. There were over 100 applicants for 30 training positions. Of those applicants, two were men, one of whom was interviewed and accepted into the program. The screening process included testing in basic reading comprehension and individual interviews. High school diplomas or GEDs were required for the plumbing design program, an eighth grade reading level for the welding.

Of the total applicants, 24 were accepted for plumbing design and 15 for welding. At the end of the program, 10 women had successfully completed the plumbing design program, and 6 women completed the welding program.

The reasons for attrition are many. We found that women are willing to enter nontraditional vocations based on the primary motivations of: 1) economic need, 2) dissatisfaction with their current occupations (if employed), and, 3) the desire to realize their fullest potentials by having the opportunity to train for work that has hererofore been denied to women.

One of the primary motivations for entering this program -- economic need -- was also

a major contributing factor in women leaving the program. There was no stipend attached to this training; therefore, there was no economic incentive and no economic support for traveling, child care, and other necessities. Economic need manifested itself as a factor in attrition in the following ways: 1) Some of the women who were welfare recipients often did not have enough money for carfare to come to class, 2) During the year other opportunities became available to women. These opportunities were for salaried apprenticeship positions in the carpenters' union and the longshoremans' union. Some women from our program applied for these apprenticeships and were accepted and subsequently left the program.

We found that, because of the immediate need for economically rewarding job training, many of the women were reaching for several nontraditional free training opportunities. For example, many of the women who had completed the federally funded Allcraft training program had applied for the college program and were also among those applying for apprenticeships. It was not only the economic factor which motivated women to seek several avenues of training, but also their desire to create a stronger and broader base of skills training. These disparate choices of training indicate the strong economic motivation as well as a lack of understanding in planning for career training. It is understandably difficult for women who have immediate economic needs to sustain themselves through a non-stipended 10-month program and to make long range career plans.

Other attrition difficulties were both personal and program related. The personal difficulties were reflections of the disrupted lives of many of the women. One student had a serious history of drug addiction, although she was drug-free throughout the program. Two others were ex-offenders. Many of the women had children and were the sole supporters of their families. Although some women were married, their husbands were not supportive of their participation in this program.

The program factors relating to attrition were also many -- some inherent in the train-

ing, some not. During the process of training, some women realized that although this training represented a new and different opportunity, it was unattractive to them. In the plumbing design drafting course, some women found the prospect of working in an office at a drafting table for eight hours a day equally as unattractive as their present clerical and white collar jobs.

In the welding program, many women were frustrated by their lack of immediate skill in welding. One must persist for many hours in training in order to acquire skill in welding. In addition, training risks faced by the unskilled welder were frightening to many students. Two women left the program based on their fears of occupational health and safety hazards in the lab. This lead to the entire group researching health and safety hazards in the welding environment. Their fe- were somewhat alleviated when, upon investigation, they discovered that the conditions of our lab were well above those required by the Federal Occupational Safety and Health Act. They were right to be concerned, for in industry the working conditions are not always what they should be and, even when the safety regulations meet the OSHA standards, there are still dangers.

The final student evaluations of the program were different for the two courses. The welding program and instructor received completely positive evaluations. The students felt that the instructor was thorough, challenging, and very supportive. Those who completed felt both confident and excited by their newly developed skills. Of the six who completed the course, three have welding jobs for a company that welds jet components. One student was placed as an audio/electronic technician (which was her desire). The other two chose to remain in their current nontraditional jobs -- a longhsore worker and a computer repair person for Bell Telephone.

The plumbing design program and instructor received mixed evaluations by the students. Some were positive, indicating that the instructor was good, thorough, and supportive. Others

were critical. The project director met with the instructor on numerous occasions throughout the program in attempts to assist him to better meet the students' needs.

Ten women completed the plumbing design program. Two are currently placed with consulting engineering firms. Several firms have contacted the project director, desiring to hire our plumbing design graduates, but the remaining eight students have made other decisions.

The difficulties in implementing a program of this nature are many. We learned a great deal from this experience and have many ideas for strengthening this type of program for next year. An important element to be strengthened is recruitment and screening. Our screening techniques will be more thorough, with the goal of selecting candidates committed to employment in the field of training.

Although attrition creates a negative effect on those students remaining (as well as for staff), it must be perceived within a proper perspective. Nationally, the engineering schools and engineering technology programs experience an annual rate of attrition of approximately 50%. Those programs are attended almost exclusively by male students who have had a more thorough educational and social preparation for engineering and technological fields than usually do women. Our program experienced a little more than 50% attrition. We must keep in mind the total lack of educational and social preparation and support ordinarily given to women entering these programs.

We have gained many insights into the social, educational, economic, and personal barriers existing for women as they try to attain nontraditional training and jobs. We plan to continue to become a significant means of support and opportunity for women as they enter nontraditional fields.

Intensified Food Service Training Program

The Intensified Food Service Training Program is funded by the New York State Educa-

tion Department, under the Vocational Act (1968 Amendments). Our overall objective is to train disadvantaged adults in the area of food service so that they can successfully enter the job market. A secondary objective is to counsel students as to other educational training programs based upon student needs, interests, and abilities.

The program is housed in the Namm Hall Cafeteria and instruction is provided in baking, cooking, overview, food controls and food sanitation which comprise 150 hours of instruction. A unique aspect of the program is the internship in which students receive actual "hands on" experience for an additional 40 hours.

Completing its fourth year, the program had a number of significant developments and highlights. Among them were:

1. The completion of three cycles of 79 graduates, each of whom received a college certificate, as well as a food protection training certificate from the Department of Health.

2. Sixty-two percent of all graduates have been placed in positions or are continuing their education. Students have been placed with organizations such as Bloomingdale's, Sheraton Hotel Center, Saga Foods, Automatique, Office Canteens, and several Senior Citizen Centers and Day Care Centers throughout the metropolitan area. The diversity of positions students have been placed in include chef, steward, baking assistant, counter personnel, salad maker, assistant cook, and dietary aide. Graduates have also been accepted into New York City Community College's Hotel and Restaurant Department, LaGuardia Community College's School of Dietetics, and our own Division's Literacy and GED programs.

3. The increasing recognition of the program from business, industry and labor. Representatives from ARA, Friendly Ice Cream, Chock Full O' Nuts, Local No. 377 of the United Service Employees Union, AFL-CIO, have met with students and faculty and have been impressed with the overall goals and quality of the program. Moreover, numerous other agencies, institutions, and corporations in the field of food service have contacted us about the program.

4. Articulation with the Division of Continuing Education's VEA Program for Deaf Adults. The handicap of being deaf is very serious and the fact that by cooperation with the Deaf Adult Program we were able to have a deaf student graduate and placed is encouraging to other handicapped people. We are proud of all of the graduates, but this particular one merits special recognition.

5. The esprit de corps of the staff and faculty was high. Meetings were held, problems raised, issues discussed. Even with a turnover in staff (one instructor left to accept an appointment with the Culinary Institute of America), the enthusiasm, dedication, and ability of the staff were excellent.

The entire program eagerly awaits the commencement of the fifth funding year, so that all of the experience and talent that has been demonstrated will continue to grow and so that we can persist in our efforts toward programmatic excellence.

Pest Control Training for Students with Limited English Speaking Ability

During 1978-79, the Division of Continuing Education conducted a program in pest control training for persons with limited English speaking ability. The program was funded through a grant from the New York State Department of Education under the Vocational Act Amendments. The development of this program was a direct outgrowth of several factors.

While the Division has offered Pest Control training in fee-supported courses for the past eleven years, and approximately 200 students have participated each semester, few students with limited English speaking ability have been able to participate or successfully complete this course. Pest Control training requires the mastery of complicated technical language, chemical formulas, and how to work safely with poisonous substances. Because of the technical nature of the language, and the absolute necessity for this language to be understood so that the exterminator can function safely, the program has in the past excluded persons who do not have practical facility with the English language.

In addition, the Division of Continuing Education received requests from housing groups serving disadvantaged populations, to offer a Pest Control training program for persons with limited English speaking ability.

Such a program could prepare disadvantaged adults for gainful employment while improving the environmental health conditions in urban communities, by the training of competent, qualified exterminators.

The specific objectives of the program were:

1. to successfully provide vocational training in Pest Control Operations for twenty economically and educationally disadvantaged adults with limited English speaking ability.

2. to develop effective means to teach adults competency in a vocational-technical field, accompanied by competence in the English language, and,

3. to improve the capabilities of the Pest Control industry to provide well trained exterminators for urban communities.

Competency in the English language was designed to be achieved by participation in an English as a Second Language course which emphasized:

- mastery of chemical formulas and labels
- facility with technical vocabulary
- understanding the importance of health and safety practices
- preparation to pass the Pest Control course and State examinations

Recruitment

It was originally intended that a majority of the students would be recruited as referrals from the housing groups which requested the program. However, these groups did not refer one student to the program and we, therefore, had to design a new recruitment process.

Course announcements describing the program and the population for whom it was intended were developed. These announcements were sent to: housing agencies, day care centers, hospitals, ethnic social agencies and clubs, State Employment offices, Social Service Centers, and many other agencies which serve disadvantaged adults. In addition, press releases were sent to several Hispanic, Haitian, and community newspapers.

Thirty individuals applied for participation in the program. Of those thirty, twenty made appointments for testing and interviews. Eighteen were accepted into the program.

We discovered several difficulties in implementing a program of this nature. The traditional recruitment efforts were insufficient. It was not adequate to inform intermediaries (social agencies) of the program in the expectation that they would refer potential students.

Additionally, when offering a program to participants with limited English speaking ability, it is necessary to communicate in person; the printed media is inadequate when used as a sole means. Recruitment through personal contact would require a coordinator working a substantial number of hours. This project was funded without such a coordinator.

All applicants were tested for English competency. Our testing revealed that the applicants varied greatly in their facility with the English language. This further complicated implementation of the program. Both components of the program, the Pest Control and the English as a Second Language, had to progress at a slow pace in order to accommodate the students who exhibited the least facility with English. At the same time, the courses had to be designed so as not to lose the students who were more advanced. We tried to overcome this situation by utilizing a tutor to work with the less advanced students. This was far from a perfect solution for dealing with a group of students whose ability in English was so varied.

The program began in mid-November and had lost five students before the Christmas vacation. These students left without explanation and we tried, without success, to arrange meetings with them to discuss their reasons for leaving the program.

The students who remained in the program were willing to discuss and evaluate the program with us.

The program was organized so that classes met on Monday and Thursday evenings, four hours per evening. The first two hours consisted of the Pest Control courses, the second two -- English as a Second Language. Many students found the hours of the program to be too long and it was difficult for them to attend two evenings each week. As a result, we found students attended the Pest Control course rather consistently, but few were as consistent in attendance in the English course that followed.

Seven students successfully completed the program. All seven took the core exam in

Pest Control given by the New York State Health Department. Six passed the exam and went on to take the specialized part 2 of the exam. Four out of the six students passed the second exam. Those who failed did so by a margin of 2 or 3 points. They will be allowed, and have been encouraged, to re-take the second part of the exam.

Three of the students have jobs as pest control operators. The other four are planning to go into business for themselves.

The largest difficulty of the program was the lack of administrative staff to recruit and select appropriate candidates. The recruitment and selection process takes skill and time.

Programs such as this, although difficult to implement, are greatly needed. Persons with limited English ability have little hope of obtaining technical skills unless they can also achieve the level of English mastery required to fully comprehend technical materials.

We learned a great deal from our experience with this program. With an appropriate staffing pattern, we could successfully train students in both a technical vocation and the required English mastery.

Day Care Cooks' Training Program

The Day Care (Child and Senior Citizen Centers) Cooks' Training Program was funded by the New York State Department of Education, under the Vocational Education Act Amendments to help entry level cooks acquire the knowledge and skills to perform adequately.

The New York City Agency for Child Development recruited 113 cooks, 58 in the first cycle, 55 in the second cycle. Eighty graduated, 38 in the first cycle, 42 in the second cycle.

The recruitment by the Bureau of Purchased Services was very poor this year, so we gave the Agency for Child Development the opportunity to recruit 100 cooks and allotted whatever number of students the Bureau of Purchased Services could recruit. They recruited 8 into the first cycle, and 5 into the second. Six graduated and received certificates in the first cycle, and only one graduated and received a certificate in the second cycle.

The Bureau of Purchased Services are divided internally on their reactions to the program. Perhaps this explains the lack of cooperation as far as recruitment is concerned.

As a result of the training, many cooks inquired about the high school equivalency program, and others enrolled in classes at the College.

The cooks' training program also provided two nutrition workshops for the directors of our students. During these workshops, we discussed the many problems the cooks were encountering in trying to deliver nutritious, palatable, and economical meals. The directors were also given a review on menu-planning and the guide to good eating.

One of the most important things, other than teaching nutrition, that this program does is to open up new possibilities for a group of people who have previously had little or no self-confidence in their abilities. This program has provided for day care cooks:

a. information about further educational and training programs
b. reinforcement of confidence in their ability to read, write, and learn
c. new perspectives on job mobility as a result of new knowledge and capabiliay

The college setting had a positive effect. The approach of our teacher was reassuring and encouraging to the students. When they entered, they were unable to fill out basic forms or inquiries. On leaving the program, they were able to search out information, file for admission to the College in non-credit and credit programs, and respond to newspaper ads concerning job openings in the food industry.

Modern Digital Electronics and Microprocessor Instrumentation for Biomedical Equipment Technicians

This project represents the latest in a series of VEA Biomedical Equipment Technician Training Programs designed by the Division of Continuing Education, New York City Community College. Each of the programs has drawn upon the College's Division of Technology for the technical personnel and laboratory facilities required. In addition, the planning phases have often involved the Greater New York Hospital Association and the Association for the

Advancement of Medical Instrumentation.

The 120-hour program, this year, consisted of one semester of digital electronics and one of microprocessor technology. The course met once a week for a 4-hour session designed to provide a 2-hour theoretical presentation as a "lead-in" to a laboratory based "hands-on" experience.

The students chosen were from New York City hospitals and all held jobs whose titles and responsibilities were related to the repair, maintenance and evaluation of biomedical equipment. Backgrounds varied from electrical engineers with master's degrees and digital training to technicians with little formal education. Experience ranged from 1 to 12 years (half of the student data sheets indicating more than 4 years). Twenty-three out of thirty-six students successfully completed the first semester. Two new students were allowed to join the program for the second semester. Sixteen completed the course of study, attending on a regular basis and passing mid-term and final examinations. They received certificates.

The program was successful in establishing a model format for training clinical engineers and BMETs in modern digital and microcomputer electronics. This success may be measured in several ways:

1. Student Evaluation: Forms were distributed to elicit student feedback concerning such items as course content, format, instructor preparation, etc. Choosing from overall rating reaction, categories of excellent, good, fair, and poor, two students felt the program was excellent, two fair, and all the rest, good.

2. Microprocessor training kits were purchased. These were assembled by the program's technician and they performed successfully during student laboratory utilization. Two types of microprocessor analyzers were also purchased and functioned as demonstrators for more advanced trouble-shooting techniques.

   The acquisition of this type of support equipment enables public institutions to develop the capability of delivering such a sophisticated hands-on technical training program.

3. Classroom observations by a member of the Electrical Technology Department

These observations indicated that content, format, instructor/student interaction, etc., were, for the most part, excellent. The most significant change suggested was that of homework assignment format. It was felt that the change might enable students to utilize laboratory time more efficiently when in school. (A similar comment was made by one of the students on his evaluation form.)

The program's shortcomings, as perceived by the students, were predominantly equipment related, i.e., all of the equipment was not yet available at the beginning of the second semester course. The delay was caused partly by a paperwork foul-up at the University's Research Foundation, but more so by unexpectedly long lead times on deliveries from distributors who had originally claimed the kits were "off the shelf items". Textbooks were also a little late, but handout material served as a supplement. A number of students who completed the program felt that too much time was spent on theory and not enough with the equipment. This is a common complaint from technical students at the College, whose preferences tend toward the practical. In this instance, however, the comments were probably valid and brought about by the necessity to postpone the practical applications until the equipment arrived. In addition, the microprocessor technology is still so new that most of the available books on the subject are not appropriate as texts but rather serve as manuals or surveys of existing equipment. This caused the instructor to compensate with additional lecture material. Finally, a number of students felt that time should be allotted for applications which were directly related to specific pieces of biomedical equipment. This last desire is a hard one to fulfill because it requires having the specific pieces of hospital equipment, unless one wishes to use a purely theoretical approach. The instructor contacted several companies, and as predicted by some of the students, was denied technical information of even a basic nature concerning recently developed equipment. In the future, this problem could probably be handled either by having manufacturers provide demonstration sessions at the tail end of the program -- or by running follow-up seminars such as Special Topics in Biomedical Equipment Technology. One such course was conducted by the Division of Continuing Education during the Spring

1977 semester wherein local experts were called upon to discuss and/or demonstrate equipment.

In conclusion, the program suffered some start-up problems, but was an overall success. Two thirds of the students who entered the second semester completed the program and felt it was a good one. The significance of such a program might best be summarized by one student's answer to the question, "What did you like best about the program?": "I felt I was behind the times in electronics. I am now able to read about and intelligently discuss modern digital electronics and microprocessors. Tremendously helpful to me in my work".

Perhaps this is the essence of a <u>community</u> college -- an institution which works with the community at large, educating its youth and maintaining the vitality of its professionals. Certainly, this grant has enabled the College to fulfill its role as an educational leader at the forefront of applied technology -- able to dispense "state of the art" knowledge to personnel of other city agencies and the health care delivery system.

VI. STATE CIVIL SERVICE EMPLOYEE BENEFITS TRAINING PROGRAM

Since 1970, the Division of Continuing Education has been conducting a benefits training program for New York State Civil Service employees. During these years, all the courses offered were non-credit. In Spring 1978, the New York State Department of Civil Service urged the Division to incorporate into our program for State employees several credit courses that were already being offered by the College in its various degree programs. Thus, there would be available to the State employees a group of courses, some of which were credit, and others, non-credit.

In cooperation with the College's Dean of Faculty Office, a procedure was worked out whereby in a single orientation session, these students could be admitted to the College and registered for those credit courses which they had selected. The State Civil Service Department would reimburse the College for tuition charges, fees and required textbooks.

In the Fall 1978 semester, the credit courses in which State employees enrolled were:

College Course No.	Course Title	Course Hours	Credit
AC 101	Principles of Accounting I	90	4
DP 100	Introduction to Computers	45	3
MA 172	Statistics	45	3
SS 221	Introduction to Psychology	45	3
SS 101	Introduction to Sociology	45	3
SP 101	Elementary Spanish I	45	3
SP 101*	Elementary Spanish I	45	3

*Conducted at SUNY Downstate Medical Center.

As a result, 17.4 F.T.E.s were generated for the College by 133 students who registered in the seven courses offered for credit. For these students, the College received $21,391.50 in tuition and fees. Some students enrolled in more than one course. For example, some registered for AC 101 and SS 101, or for SS 221 and MA 172.

During the Fall 1979 semester, non-credit courses were also offered: Plumbing and Heating and Sign Language, enrolling a total of 37 students.

In Spring 1979, only two credit courses were made available to State employees:

College Course No.	Course Title	Course Hours	Credit
AC 201	Principles of Accounting II	90	4
SP 102	Elementary Spanish II	45	3

Seventeen students enrolled, thus providing the College with 2.17 F.T.E.s and $2,789.70 in tuitions and fees. Only one non-credit course was offered: Computer Techniques Workshop.

The substantial decrease between the number of courses in the Spring 1979 semester as compared with the Fall 1978 semester is primarily due to the fact that a disproportionate amount of funds were allocated by the State for the Fall semester courses. Also, students could not register for AC 201 or SP 102 in Spring 1979 unless they had been in AC 101 and SP 101 in the Fall.

Throughout this year, the effective functioning of this program can be attributed to the cooperation of many sectors of the College with the Division; among them: the Dean of Faculty Office, the participating academic departments (Accountancy, Humanities, Social Sciences, Mathematics, and Data Processing), the Registrar's Office, the Admissions Office, and the Business Office.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1978	Number of Students Spring 1979
Automotive Extension			
N.I.A.S.E. Refresher Course	36	13	
Biological Sciences Extension			
Advanced Enteric Microbiology	12		6
Advanced Hematology	60	14	
Basic Laboratory Techniques	60	16	
Dental Laboratory Extension			
Dentures for Try-In	48	4	4
Finishing Acrylic Dentures	48	5	
Fixed Bridgework	48	7	1
Porcelain-on-Cast Metal Frameworks	48	3	4
Tooth Anatomy and Carving	48	3	3
Driving Instructors Education			
Basic Driving Instructors' Education	30	40	42
Teaching Techniques for Driving Instructors	30	33	25
Environmental Sciences Extension			
Refrigeration Mechanics	90	10	10
Advanced Commercial Refrigeration	45	13	
Energy Management	16	17	
Co-Op Physical Plant	30	22	8
Introduction to HVAC Controls	8	12	
Electrical HVAC Controls	16	16	9
Fire Safety Director Course	16	14	10
Health Service Programs			
Intensive Coronary Care	45	17	15
Pharmacology	24	22	16
Intermediate Pharmacology	56		17
Pulmonary Hygiene	16	16	
Nursing Home Administration	100	18	
Nutrition & Health	18		22
Hearing Aid Extension			
Hearing Aid Dispensing	60	16	
Advanced Hearing Aid Dispensing	60		19
Hotel, Restaurant, Food Service Extension			
Cake Decorating	12	18	
Advanced Cake Decorating	12		22
Designing the Cold Buffet	42	18	
Bread Making	21	14	
Timbale Techniques	18		13
Hors D'Oeuvres & Canapes	20		16

TUITION BASED PROGRAMS cont'd

	Hours	Number of Students Fall 1978	Spring 1979
Institute of Law for the Layman			
Everyday Law for the Layman	14	17	
Notary Public Examination Preparation	6	11	7
Language Arts Extension			
Basic Level English as a Second Language	48	13	15
Intermediate Level English as a Second Language	48	15	19
Advanced Level English as a Second Language	48		16
Grammar Review and Effective Writing	30	14	15
Mainstreaming Education			
Understanding the Child with Special Needs	16	15	63
Working with Families of Young Handicapped	16		21
The Administrative Concern in Mainstreaming	8		42
Pest Control Operations			
Fundamental Pest Control Techniques	35	120	116
Termites, Carpenter Ants, & Other Wood Damaging Organisms	30	10	12
Ornamentals & Turf Pest Control Operations	30	11	
Sanitation Management Extension			
Foundation Skills in Sanitation Management	60	20	
Human Resources in Sanitation Management	60	21	
Personnel Procedures & Sanitary Techniques	80		18
Management Principles & Interior Design	80		14
Sanitation Management Workshops	60		17
Welding Extension			
Combined Section:			
Oxyacetylene Welding Process	45	3	10
Basic Electric Arc Welding	90	5	8
Advanced Electric Arc Welding	45	2	4
Downhill & Semi-Automatic Process	30	1	
Carbon Steel Pipe Welding	45		1
Special Courses			
Basic Sign Language	14	11	
High School Equivalency Preparation (GED)	48	85	131
Secretaries' Seminar	6		21
Standard First Aid Refresher Course	12		12

Summer 1978

	Hours	No. of Students
High School Equivalency Preparation (GED)	48	33
HVAC Course for Port Authority Employees	48	11
Pest Control Operations for Housing Conservation Coordinators	15	15

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Adult Reading Academy	Fall 1978	80	193	Right-to-Read Program, U.S. Office of Education, DHEW	$89,077*
	Spring 1979	80	160		
Learning Center/Basic Education	Fall 1978	80	173	New York State Education Department	$52,072*
	Spring 1979	80	159		
Basic Education (Brooklyn House of Detention)	Fall 1978	140	40	New York City Department of Correction	$41,648*
	Spring 1979	200	53		
ESL/High School Equivalency Preparation in Spanish (BHD)	Fall 1978	140	30		
	Spring 1979	200	40		
Basic Education/GED in Spanish and English	Fall 1978	72	20		
	Spring 1979	200	70		
GED in English	Fall 1978	140	40		
	Spring 1979	200	53		
Consumer Education	Fall 1978	126	348	Office of Education, Department of Health, Education & Welfare	$47,909*
	Spring 1979	306	1,508		
Program for Deaf Adults	Fall 1978/ Spring 1979	300	47	VEA/New York State Education Department	$79,090*
Information & Referral	Fall 1978	24	144	Title IV-A, Older Americans Act	$4,000*
	Spring 1979	24	53		

*Annual Grant

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Institute of Study for Older Adults	Fall 1978 Spring 1979		2,285 3,096	New York City Department for the Aging Con Edison	$78,030* 5,000*
Intensified Food Service Training	Fall/Spring 1978-79			VEA/New York State Education Department	$83,529*
Counseling		15)	1st Cycle:		
Cooking		40)	38		
Controls		30)	2nd Cycle:		
Sanitation		20)	32		
Overview		20)	3rd Cycle:		
Baking		40)	34		
Day Care Cooks Training	Fall 1978 Spring 1979	48 48	38 50	VEA/New York State Education Department	$15,786*
Pest Control for Students with Limited English Speaking Ability	Fall 1978 Spring 1979	80 80	15 16	VEA/New York State Education Department	$12,278*
Non-Traditional Programs for Women: Plumbing Design and Welding	Fall 1978 Spring 1979	84 126	36 16	VEA/New York State Education Department	$28,825*
New York State Civil Service					
Plumbing & Heating	Fall 1978	40	27	New York State Civil Service Employee Benefits Training Program	$5,016*
Sign Language	Fall 1978	30	10		
Computer Techniques Workshop	Spring 1979	30	25		

*Annual Grant

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Biomedical Digital Electronics and Microprocessors	Fall 1978 Spring 1979	60 60	32 25	VEA/New York State Education Department	$23,620*
Fundamentals of Organic Coatings	Fall 1978 Spring 1979	30 30	25 17	New York Society for Coatings Technology	$1,720 $1,350
Welding Testing: Preparatory Sessions & Tests	Fall 1978 Spring 1979	20 20 Prep: 12 hrs Test: 8 hrs	22 20	Steamfitters' Education Fund; N.Y./Long Island Chapter, Certified Pipe Welding Bureau	$3,600
Apprenticeship Welding	Fall/Spring 1978-79	133	10	International Brotherhood of Boilermakers, Local #5	$8,565*
Elderly Homebound	Spring 1979	18	200	Title III, Administration on Aging Model Projects	$67,926*
Elderly Homebound	Fall 1978 Spring 1979	18 18	114 178	Title I, HEA	$50,000*

SYMPOSIUM

SIXTH ANNUAL HEARING AID TECHNOLOGY SYMPOSIUM: 97 attended; co-sponsored by Hearing Aid Journal. Funded by registration fees totalling $3,375. April 29, 1979.

*Annual Grant

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